|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | Stratford School Safety (Armed with Knowledge???) | | | | | | | | | | | | | | | | **Duration:** | | |  | | | | | | |
| **Subject/Course:** | | | **English 2, English 3, English 4** | | | | | | | **Teacher(s):** | | | | | | | | | **Grade Level:** | | | 10, 11, 12 | | | | | | |
| **Other Subject Areas to Be Included:** | | | Every student who Is not part of the Science and Engineering Academy | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | Develop a plan to improve the safety of students and faculty at Stratford High School. Use a structured problem-solving approach to consider one of the following concerns as they pertain specifically to Stratford:   1. School entry 2. Health safety 3. Violence in the school 4. Internet security | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Essential Question** | | | Enduring: How does a structured problem-solving approach help to improve the probability of a successful solution?  Guiding: How can we make Stratford a safer school? | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | English: Pre-writing, writing for a variety of purposes and audiences, organizing writing  Business Management: Standard 5.0 The student will examine how effective decision-making skills are used in the management process.  Computer Applications: Standard 8.0 The student will design a multimedia presentation.  American Business & Legal Systems: Standard 6.0 The Student will analyze laws for the protection of the consumer.  Math: SPI 3103.1.4 Use mathematical language, symbols, definitions, proofs and counterexamples correctly and precisely to effectively communicate reasoning in the process of solving problems via mathematical modeling with both linear and non-linear functions.  Science: SPI 3.2 Analyze the components of a properly designed scientificat investigation.  T/E.2 Determine the protocol to determine the degree to which an engineering design process was successfully applied.  Us History: **9.6.3 -** Investigate how technological change transformed American society and created popular culture.  **10.6.2 -** Understand the implications of the changing American society.  Spanish I and II: Standard 2.0 Gain knowledge and understanding of other cultures. Standard 3.00 Connect with other disciplines to acquire information.  Economics: Standard 6.3 Understand the knowledge, skills, and attitudes necessary to function effectively in a technology-expanding global economy.  Automotive: Use protective clothing; Responding to safety communications; Maintain a portfolio of written records  ELL:  Wellness:  Physical Education:  Art:  Music:  Life Skills:  AVID:  Government: | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **T** | **A** | **E** |  | | | | | | | | | **T** | | **A** | | | **E** |
| **Professional (21st Century) Skills** to be taught, assessed and/or encouraged**:** | | | Collaboration | | | | | | | |  |  |  | Other: | | | | | | | | |  | |  | | |  |
| Communication (Oral Presentation) | | | | | | | |  |  |  |  | | | | | | | | |  | |  | | |  |
| Critical Thinking/Problem Solving | | | | | | | |  |  |  |  | | | | | | | | |  | |  | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Group: | | | Group proposal | | | | | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | | | | | |
|  | Class | | | | | | | |
|  | School | | | | | | | |
|  | Community | | | | | | | |
| Individual: | | | Data collection & analysis  Cost estimate for proposed solution  Multi-media presentation (students in Computer Applications) | | | | | | | | | | | | | | | |  | Experts | | | | | | | |
|  | Web | | | | | | | |
|  | Other: | | | | | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | |  | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | |  | | Quizzes/Tests | | | | | | | |  | | Practice Presentations | | | | | |  | | |
|  | | Journal/Learning Log | | | | | | | |  | | Notes | | | | | |  | | |
|  | | Preliminary Plans/Outlines/Prototypes | | | | | | | |  | | Checklists | | | | | |  | | |
|  | | Rough Drafts | | | | | | | |  | | Concept Maps | | | | | |  | | |
|  | | Online Tests/Exams | | | | | | | |  | | Other: | | | | | |  | | |
| **Summative Assessments**  (End of Project) | | | |  | | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |  | | Other Product(s) or Performance(s), with  rubric:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |  | | |
|  | | Oral Presentation, with rubric | | | | | | | |  | | Peer Evaluation | | | | | |  | | |
|  | | Multiple Choice/Short Answer Test | | | | | | | |  | | Self-Evaluation | | | | | |  | | |
|  | | Essay Test | | | | | | | |  | | Other: | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Equipment:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Materials:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Community resources:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | |  | | Journal/Learning Log | | | | | | | |  | | Focus Group | | | | | |  | | |  | | |
|  | | Whole-Class Discussion | | | | | | | |  | | Fishbowl Discussion | | | | | |  | | |  | | |
|  | | Survey | | | | | | | |  | | Other: | | | | | |  | | |  | | |